

# **TITLE II REPORT**

DePauw University

April 5, 2003

**Mission:** Founded in 1837, DePauw is nationally recognized for a distinctive liberal arts approach that links intellectual rigor with life's work through extensive internship opportunities and study abroad. The Department of Education stands as one of the earliest programs of study offered by the institution, and is unique in its extensive Field Experience Program which provided broad based opportunities for practical work in public school classrooms. As a private undergraduate university, the DePauw curriculum is embedded in the liberal arts tradition, providing the Education Department with another distinctive characteristic, the liberal arts model of teacher preparation.

**Student Demographic Characteristics:** Ninety-nine percent of the student body is of traditional college age, 97% of students are full-time, 13 % are minority students, 56% are female, 95% live on campus, and 48% are from the State of Indiana. The median SAT total score for entering first year students in 2002 was 1225. The Education Department served a total of 477 students for academic year 2003 – 2004 (203 fall, 274 spring). Eighty-three percent of the students are female, 17% of the students are male, and 5 % of the students are a minority.

**Type of Institution:** As a liberal arts university, there are currently 42 major areas of study from which to choose. In the Department of Education there are basic guidelines for (A) admission to the program and (B) admission to the professional semester.

A) Admission to Teacher Education: Students who choose to pursue teaching as a career are required to provide the following information prior to admittance into the Teacher Education Program (TEP).

- 1) A letter stating reasons for desired entry into TEP
- 2) A completed application form
- 3) Four recommendations from faculty members
- 4) A portfolio which must receive a passing score from 2 readers
- 5) Passing scores on all three parts of the Pre-professional Skills Test (PPST) in Reading, Writing, and Math
- 6) A minimum 2.5 Cumulative Grade Point Average (GPA)
- 7) Documentation of strong performance and appropriate dispositions in Education courses and the accompanying field experiences (Blocks 1 and 2)

B) Admission to the Professional Semester (Student Teaching):

- 1) Successful completion of Block 1, 2, and 3 courses
- 2) Successful completion of the special methods course applicable to secondary education majors
- 3) A minimum 2.5 Cumulative Grade Point Average (GPA)
- 4) Portfolio passing scores from 2 readers at a second point submission

**Program Completer:** A Program Completer is a graduate from DePauw University who has completed both degree requirements and all teacher licensure requirements. Thirty students completed the program Academic Year 2001 – 2002.

**Teacher Preparation Programs:** DePauw University offers 23 baccalaureate programs leading to state teacher certification. The university does not offer a graduate program. Elementary and Secondary candidates may qualify for the university's Fifth Year Teacher Education Program established in 1989. This program allows graduates to complete licensure requirements with reduced tuition for education courses. The Department has also implemented a Transition to Teaching Program (TTT) for non-traditional candidates who wish to obtain teaching licenses.

**Accreditation:** DePauw is accredited by the North Central Association of Colleges and Schools. The Department of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Additionally, the Teacher Education Program is accredited by the Indiana Professional Standards Board (IPSB).

**Unique Program Characteristics:** The Department of Education has been recognized for its extensive field experience, which may be the result of course based labs and practicum, the university's winter term and study abroad programs, as well as a comprehensive community service program. Additionally, the Fifth Year Education Program has proven an asset in the training of professional educators. The Department is also distinguished for its unique model of preparing teachers through the liberal arts curriculum.

**Notable Features and Accomplishments:** The Department of Education has implemented several positive features in the development of a professional educator such as the following:

1. Revision of the elementary and secondary curriculum to reflect the appropriate developmental levels
2. Revision of Block One to provide easier scheduling for first year students
3. Implementation of the technology proficiency rubrics of assessment for all Blocks level
4. Revision of rubric instruments of assessment for courses based on the IPSB developmental standards, INTASC principles and conceptual framework
5. Implementation of rubrics to assess student dispositions
6. Revision of the elementary secondary curriculum to reflect the liberal arts tradition of inquiry, problem solving and decision-making
7. Revision and updating of the department's web-site
8. Continued implementation of the Unit Assessment System Review process (UASRC)
9. Implementation of the Transition to Teaching Program

Table 1: Single-Assessment Pass-Rate: Academic Year: 2001 - 2002

INSTITUTION CODE: 1166

NUMBER OF PROGRAM COMPLETERS SUBMITTED: 32

NUMBER OF PROGRAM COMPLETERS FOUND, MATACHED: 30

Number of Program Completers: 30

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>					
PPST READING	710	30	30	100%	98%
PPST WRITING	720	29	29	100%	99%
CBT WRITING	721	1			99%
PPST MATHEMATICS	730	30	30	100%	98%
<b>Professional Knowledge</b>					
<b>Academic Content Areas</b>					
ELEM ED CURR INSTRUC ASSESSMENT	011	11	11	100%	99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			100%
MUSIC EDUCATION	110	2			100%
MUSIC CONTENT KNOWLEDGE	113	5			100%
SPANISH	190	1			100%
BIOLOGY CONTENT KNOWLEDGE	235	1			89%
READING SPECIALIST	300	9			100%
<b>Other Content Areas</b>					

## Section II. PROGRAM INFORMATION

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2001 - 2002	28
2. Number of students in supervised student teaching in academic year 2000 - 2001	27
3. Number of Faculty members who supervises student Teachers	4
a. Full-time faculty in professional educator	4
b. Part-time faculty in professional education but full-time in the institution	0
c. Part-time faculty in professional education, not otherwise employed by the institution	
Total faculty student teaching supervisors	4
4. Student Teacher/Faculty Ratio	6.75
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	16
5.c. Average total number of hours required	640
6. Is your teacher preparation program currently approved or accredited by the state?	YES
7. Is your teacher preparation program currently under a designation as "Low Performing" by the state (as per section 208(a) of the HEA of 1998)?	NO